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ABSTRACT

The Magnitude of disciplinary problems prompted the Louisiana State Legislature to authorize the continuance of the Task Force on Suspensions and Expulsions to further study the problems associated with said suspensions and expulsions and to evaluate the efforts of the former Task Force: during the 1972-73 academic year, a total of approximately 87,417 suspensions and expulsions was reported by 60 of the 66 public school systems of Louisiana. The Task Force was further directed to make a detailed report to the Legislature concerning alternatives in educational programs and procedural policies. The 50 member 1974-75 Task Force was divided into six sub-committees consisting of Position Paper, Due Process of Law and Model Handbook, Research, Alternative Programs, Liaison, and Public Relations. The Task Force sub-committee on Due Process developed a "Due Process Clause" which is submitted as a substitute for the existing statute through enactment by the Legislature. Also the subcommittee developed a Handbook of Policies and Procedures to serve as a model of "due process" which allows local school systems to insert specific delineations of local requirements they might wish to include. A compilation of summary descriptions of 27 programs currently used within the State and 40 programs from other states is also included. (Author/JM)

ED105056

REPORT OF THE

TASK FORCE ON SUSPENSIONS AND EXPULSIONS

Submitted by

The Honorable Alphonse Jackson
Chairman

Presented to

Louis J. Michot
State Superintendent of Education
on
March 14, 1975

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for transmittal to the

Joint Legislative Committee on Education

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REPORT OF TASK FORCE ON SUSPENSIONS AND EXPULSIONS

TO

JOINT LEGISLATIVE COMMITTEE ON EDUCATION

March, 1975

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APPROVED

3/12/75

REPORT OF THE TASK FORCE ON SUSPENSIONS AND EXPULSIONS TO THE JOINT LEGISLATIVE COMMITTEE ON EDUCATION

During the 1972-73 academic year, a total of approximately 87,417 suspensions and expulsions was reported by sixty of the sixty-six public school systems of Louisiana. This statistic reflected a multitude of problems relating to the educational process in our public school systems today. Students who are forced to leave school because of misconduct pose a problem for themselves and society. When a student is forced to halt his preparation for living, it is not only the student who has failed but also the school and community who are charged with the responsibility for educating the young. An education is no longer to be regarded as a privilege, but must also be regarded as a right. While it is justifiably recognized that the State has the responsibility, through its public school systems, to provide a good education for its youth, each student must recognize and accept the fact that with this basic right comes corresponding responsibilities.

The magnitude of disciplinary problems therefore prompted the Louisiana State Legislature, under House Concurrent Resolution #125, Senate Concurrent Resolutions #15 and #13, to authorize the continuance of the Task Force on Suspensions and Expulsions to further study the problems associated with said suspensions and expulsions and to evaluate the efforts of the former Task Force. It was further directed to make a detailed report to the Legislature concerning alternatives in educational programs and procedural policies.

Members of the 1974-75 Task Force were selected by State Superintendent Louis J. Michot and represented a thorough cross-section of persons involved in education throughout the State, consisting of public school personnel, parents, students, juvenile law attorneys, etc. (See Attachment I). The objectives of the study were to:

1. Determine sociological origins of behavioral patterns in students.

2. Identify causes of suspensions and expulsions in Louisiana public schools.

3. Formulate remedies to causes of suspensions and expulsions.

4. Make recommendations toward solutions to the problems to the Joint Legislative Committee on Education at least thirty (30) days prior to the April, 1975 session.

In order to achieve this end, the Task Force adopted the following philosophy:

1. It is true, that there is no substitute for a good public education system.

2. It is true, that learning is a discipline and, conversely, discipline is a learning.

3. It is true, that the responsibility for learning/discipline is without exemption; every citizen must function in his role. Education is a basic <u>right</u> for all and it is a basic <u>responsibility</u> of all.

The fifty-member Task Force was divided into six subcommittees consisting of 1) Position Paper, 2) Due Process of Law and Model Handbook, 3) Research, 4) Alternative Programs, 5) Liaison, 6) Public Relations.

The Task Force met four times during fiscal 1974-75. The subcommittees met on numerous occasions in order to research and compile data which was then presented to and approved by the Task Force members in attendance March 6-7, 1975. (See Attachment II). Following is a summarized version of subcommittee findings. (See Appendix for complete reports).

FINDINGS

<u>Due Process</u>: In early 1975 the United States Supreme Court issued two decisions affecting "due process." In Goss v. Lopez, the Court mandated broad due process rights to students even during short-term suspensions from school. In Wood v. Strickland, the Court pondered the limits of school board immunity and left open the possibility of liability of boards, collectively and singularly, in denying due process for students.

In authorizing the continuance of a Task Force on Suspensions and Expulsions

the Louisiana Legislature re-affirmed its concern for discipline within the public educational systems and its desire to assure the rights of all students in the State.

In consideration of these factors, the Task Force subcommittee developed a "Due Process Clause" (See Attachment III) which is submitted herewith as a substitute [illegible]he existing statute (R. S. 17:416 as amended) through enactment by the Legisla[illegible]

Also [illegible] to minimize the extent of the problem and to bring about consistency w[illegible] Court's mandates, the subcommittee developed a Handbook of Policies and Procedures to serve as a model of "due process" which allows local school systems to insert specific delineations of local requirements they might wish to include.

Research: The subcommittee gathered data relative to suspensions and expulsions through use of a statewide survey designed to determine the extent of the problem, the predominant reasons occasioning suspensions, and the reasons for truancy. Available literature was researched relative to the relationship of pupil-teacher ratio to suspensions and expulsions, and letters were sent to all states in the nation for information relative to their pertinent policies and procedures. Examined also was the utility of forms currently being developed by supervisors of child welfare and attendance in acquiring data relative to suspensions and expulsions. Data gathered was used to arrive at a determination that (a) policies and procedures should/should not be revised, and (b) the focus for change lies in/does not lie in remedying factors bringing about the acts for which youngsters are suspended and expelled.

Findings of the subcommittee reaffirm that suspensions and expulsions constitute a major area of concern for the public educational systems of Louisiana. During the 1973-74 academic year, a total of approximately 92,236 suspensions and 1,468 expulsions was reported by sixty-three public school systems of Louisiana. (See

Committee Report, p.43). Suggested is a need for alternatives to the time lost from education processes for the many youngsters excluded from school attendance due to behavioral or adjustment problems. The need exists for personnel attuned to the prevention of student difficulties and who can provide the counseling and/or psychological services necessary to foster student and school adjustments to each other.

Recognizing that discipline is necessary, it is also recognized that disciplinary practices need not be arbitrarily imposed, and should serve as important learning experiences for youth. In essence, learning should outweigh punishment in the application of discipline in schools.

Alternative Programs: Upon subcommittee review of the many available alternative programs within the State and nation, it was found that there was variation among them in response to particular needs. Some systems have also set up alternative schools for students who are unable to relate meaningfully to the existing school curriculum. Alternative programs within the regular school setting were found to be one effective way of reducing the number of suspensions and expulsions. Each of the various alternative programs provides a variety of learning activities designed to respond to particular student needs, abilities and interests. Strong components of effective alternative programs were meaningful in-service education for staff, parent education and community involvement programs.

Of the many alternative programs the subcommittee researched, a list was compiled of twenty-seven (27) programs currently used within the State and forty (40) programs from other states. The compilation of these most promising programs (including title, brief description, school system and contact person(s)) is herewith submitted. (See Attachment IV).

Liaison: The subcommittee was charged with the duties of investigating the need for establishment of coordination between the Louisiana State Department of Education and other State agencies providing direct services to youth and devising an

operational procedure for assuring ongoing availability and reporting of data relative to youth, especially in the area of suspensions and expulsions. Subcommittee discussions confirmed the need for coordination efforts between the 1) Department of Corrections, 2) Bureau of Youth Services, 3) State Department of Education, and, 4) other youth service organizations. Also determined was the absence of any systematic reporting procedure that would permit ongoing availability and/or interchange of pertinent data by said organizations.

The subcommittee concluded that a specific body would have to be authorized to initiate the procedures recommended or coordination of services to youth would continue to remain nebulous.

Summary; Subcommittee Findings: Basic skills are essential for success in life. A student should not be deprived of this inherent right to acquire those basic skills without substantial cause and then only after all other alternatives and efforts have been exhausted. Therefore, the Task Force on Suspensions and Expulsions submits to the Joint Legislative Committee on Education the following recommendations.

RECOMMENDATIONS

1. Enactment of the necessary alterations in R. S. 17:416 on suspension; expulsion; hearing; appeal as detailed in the "Due Process Clause" (Attachment III) in order to comply with 1975 United States Supreme Court interpretations (ie. Goss v. Lopez; Wood v. Strickland).

2. A statewide comprehensive study by the State Department of Education of factors contributory to suspensions which would include, in addition to student contributory factors, those faculty and administrative factors which may foster student disruptions precipitating suspensions and/or expulsions.

3. Ongoing study by local school systems of their attitudes and procedures employed in the handling of student disciplinary practices consistent with the findings of the Task Force.

4. Establishment within the Louisiana State Department of Education of a systematic reporting system which would establish a base of data for ongoing research purposes.

5. Development of a State handbook on the rights and responsibilities of students and school employees to serve as a model to local public school systems in the

formulation of similar documents for local use.

6. Alteration of current funding procedures to reflect direct funding of supportive personnel (ie; counselors, social workers, psychologists, etc.) to assure their availability to youth on a basis other than chance, local option, or at the expense of instructional staff.

7. Re-definition of suspensions to assume a posture of assistance to youth as contrasted to a punitive attitude. Consideration should be given to on-campus alternative programming for suspended students in lieu of exclusion from the school environment, especially in the areas of suspensions for truancy and tardiness.

8. Greater utilization of the court in assuring school attendance, and greater involvement of the court and other agencies in assisting local school systems.

9. Appropriation of five million dollars ($5,000,000) to be used for pilot alternative programs aimed at the reduction of suspensions of students.

10. Authorization and funding of the Division of Youth Services to: effect a survey of state agencies; conduct inter-agency awareness programs; engage various state agency personnel in cooperative in-service training activities; institute definitive routine coordinating procedures; foster the adaptation of agency reporting systems to facilitate the exchange of data.

11. Adequate funding of the Louisiana State Department of Education for the printing and dissemination of all publications essential to the implementation of the completed work of the Task Force on Suspensions and Expulsions.

ATTACHMENT I

ATTACHMENT I

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Joseph Williams
Asst. State Coordinator, Career Education
State Department of Education

ATTACHMENT II

ATTACHMENT II

ATTENDANCE RECORD, FINAL TASK FORCE MEETING, MARCH 6-7, 1975

Present:

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Enos Bailey
Dr. Leon Borne
Jerry Boudreaux
Dr. Julianna Boudreaux
Mrs. Delphine Bridgewater
Alphonse G. Cassagne
Dr. Arlynne Cheers
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Miss Sharon Creft
Al Daly
Miss Diane Graham
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Richard Haley
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James Hayes
J. K. Haynes
Alphonse Jackson, Chairman
Mrs. Audrey W. Kirk
Mrs. Eloise LaBauve
Fred Lindsey
Howard P. McCollum
Sam McKay
Mrs. Arcola Meadors
Mrs. Mitzi Middlebrooks
Richard Miles
Larry Murray
John Nipper
Dr. Sidney Seegers
Gordain Sibille
James V. Soileau
Mrs. Frances B. Spain
Gideon Stanton
Dr. Myrna L. Stewart, Co-chairperson
Arthur Thompson
Horace White
Joseph Williams

ATTACHMENT III

Discipline of Pupils

Suspension; Expulsion; Hearing; Appeal

A. Every teacher is authorized to hold every pupil to a strict accountability for willful disorderly conduct in school, on the playgrounds of the school, on other school board property, or at other locations provided the school administration is sponsoring the activity or is providing supervision. If a student exhibits undesirable behavior which is detrimental to the best interest of the individual or the school community, prior to taking serious disciplinary measures, school personnel have the responsibility to take appropriate alternative courses of action as may be adopted by the local board, best suited to the individual student. When unacceptable behavior cannot be corrected by the resources of the school, the school principal, as a final effort to influence the student's future behavior, may suspend or expel any student, according to the nature and frequency of the misconduct, who intentionally causes or attempts to cause a serious disruption or obstruction of the functions or processes of the school; who intentionally causes or attempts to cause serious damage to the school or school property; who intentionally causes or attempts to cause serious damage to valuable personal property on the school grounds or during a school activity off school grounds; who intentionally causes or attempts to cause physical injury to a school employee, other student, or other person not employed by the school on the school grounds or during a school activity off the school ground; or who commits any other serious offense so designated by the local board.

In the event a student may cause a serious disruption of the orderly operations of the school, he may be removed from the school premises immediately by placing the student in the custody of his parents, next of kin, or appropriate authority pending a hearing which should follow as soon as practicable.

B. Suspension is any denial of school attendance for any period of time that would expire prior to the end of the current school year. The principal must make every reasonable effort to investigate all aspects of a discipline problem which might result in suspension. The student must be given oral or written notice of the charges against him and an explanation of the evidence the principal has and an opportunity to present his side of the story if he so desires. If a principal determines the facts of the case warrant a suspension, he shall make reasonable effort to contact the student's parents or guardians and suggest that they confer with him about the proposed suspension. If the problems are not resolved by the conference, or if the student's parents or guardians fail to respond to such a request, the principal may proceed with suspension without benefit of a parental conference.

The student should be given a copy of the notice of suspension. The principal will mail a report of the suspension to the parent/guardian and student preferably on the day of the suspension, if possible, but not later than the following school day. The report must contain the name and address of the student, reasons for the suspension, number of days suspended, the facts ascertained as supporting the reasons, and the written procedure governing suspension. The report will be mailed to the most current address available. The principal simultaneously shall send to the superintendent and the Child Welfare and Attendance Section a copy of the suspension report. If the parent, guardian, or student wishes to contest the suspension, they may, within five (5) school days after receipt of written notification of the suspension, submit a written or personal request to the local superintendent to review the matter. Upon such request the local superintendent or his designee shall schedule a formal hearing at his earliest convenience.

Upon the student's return to school after the second and third suspensions, the principal must schedule a conference at school, to be attended by appropriate school personnel, the student and, usually, the student's parents. If a fourth suspension is initiated within the current school year or if a suspension or a series of suspensions exceeds a cumulative total of more than nine (9) days, a suspension shall be accorded the same hearing procedures as an expulsion.

C. Limited expulsion is any denial of school attendance through the end of the current school year. Unlimited expulsion is any denial of school attendance for a specific period of time beyond the beginning of the next school year or any permanent denial of school attendance. At any time during unlimited or permanent expulsion school authorities may, at their initiative or at the student's request, review the student's status and may terminate or reduce the term of expulsion so that the student may continue his education.

A principal may initiate proceedings for an expulsion when he has reasonable cause to believe that a student has committed an offense which is serious enough to warrant the ultimate form of disciplinary action. If after reasonable and thorough investigation of all aspects of the discipline problem including an informal hearing, he is convinced the nature and seriousness of the offense warrants expulsion, he shall then recommend to the superintendent or his designee that the student be suspended from school, and may remove the student from school pending completion of the formal hearing. The principal shall make every effort to contact the student's parents or guardians by telephone, if possible, notifying them of the proposed expulsion and that the student has been removed from his class and either kept under supervision until the close of the school day or the arrival of the parent or guardian or placed in the custody of the proper authority. If the parent so requests, the student will be granted permission for an early dismissal from school provided

his parents are present to pick him up. The principal shall mail copies of the proposed expulsion to the parent or guardian on the day the student is suspended from school, if possible, but not later than three (3) school days. The student shall be provided a copy. This report must contain the name and address of the student, reasons for the proposed expulsion, duration of expulsion, the facts ascertained as supporting reasons including the action of the school to correct the unacceptable behavior, names of the witnesses, with relevant information, if any, and the written procedures governing expulsions. The report shall be mailed to the most current address available.

The principal simultaneously shall send to the superintendent and the Child Welfare and Attendance Section a copy of the proposed expulsion. Upon receiving the report, the superintendent or designee, shall have a visiting teacher, a social welfare worker, or a representative of Child Welfare and Attendance contact the home, explain the proposed expulsion and try to remedy the situation. If said contact does not resolve the situation to the satisfaction of the principal within three (3) school days, the superintendent or his designee shall then proceed with the hearing by mailing a notice to the parent or guardian and student of a scheduled conference to hear the expulsion case and a report of the home contact which shall become official record of the expulsion proceedings. A copy of both notice and report shall be sent to the school principal.

The superintendent or his designee will schedule a hearing to be held as soon as possible but not later than ten (10) school days after the student's removal from the school, unless a later date is agreed upon by all parties concerned. In the event a hearing is not scheduled within the ten (10) school days, the student shall be temporarily reinstated until the hearing is held. At the hearing conducted by the superintendent or his designee, it shall be ascertained that the parent(s), student and student's representative understand the nature, seriousness, possible consequences, and appeal procedures for the proposed expulsion. The evidence concerning the cause for the proposed expulsion is to be presented by the principal in support of his recommendation. The student's prior performance and attendance may also be discussed. The student may present evidence or whatever else is appropriate on his behalf. The student and his parent(s) are entitled to representation by another person of their choosing, including legal counsel. Such representative shall have the rights of full participation in the hearing. School personnel are afforded the same opportunity.

The superintendent shall provide for an accurate transcript of the hearing proceedings. Records of the hearing by the superintendent or his designee shall be kept and made available to the student should he desire to appeal. After hearing the case, the superintendent or his designee shall find whether the student is guilty of the principal's charges, and in accordance with such findings, he may administratively transfer, suspend, or expel for a stated period of time, if so recommended by the principal, or employ other lesser disciplinary measures he

deems best suited to the case. The superintendent or his designee shall mail to the parents and student by certified mail, to the Child Welfare and Attendance section, and to the principal, no later than three (3) school days after the hearing, a written notification of his findings and what action will be taken. In the event of an administrative transfer, a copy of the written notification shall also be sent to the receiving school.

In the event the student is expelled, the parent, guardian, student or student's representative may appeal the decision, within five (5) school days after receipt of written notification, by a written request by certified mail, return receipt requested, to the school board for a review of the superintendent's findings. The school board shall then hold a full hearing within ten (10) school days after receipt of the appeal notice. The school board may affirm, modify, or reverse the action previously taken. In appeal to the school board, the local superintendent may forward the record of the proceeding to the board, which record shall include all evidence presented at the superintendent's hearing and an accurate transcript of the testimony given at the hearing. The parent, guardian, student or student's representative may, within ten (10) calendar days, appeal to the parish district court for an adverse ruling of the school board in expelling the student.

D. During the period of suspension or expulsion, the student who is denied attendance privileges shall not be allowed on school board property without prior authorization. Participation and presence of the suspended or expelled student at school extra-curricular activities is denied. Educational alternatives which are available should be made available to those students who are suspended from school for (2) weeks or more. Educational alternatives which are available may be available to those students who are under limited or unlimited expulsion at the discretion of the school administration.

E. The necessity to suspend or expel a student usually indicates that additional support and remedial services are necessary. The school system has a responsibility to provide proper behavioral and educational counseling and to make specific educational and administrative efforts to help the student returning from suspension or expulsion to remain in school.

F. The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act, which had it been committed by an adult would have constituted a felony, may be cause for expulsion of the student for a period of time as determined by the board; provided that such expulsion shall require the vote of two-thirds of the elected members of the school board. This hearing must occur within (30) days of the superintendent's decision to expel. At the hearing the school board shall have the entire record before it and shall hear all parties, witnesses or persons concerned. New or additional evidence shall be heard if presented by any party. If the school board does not concur with the superintendent's recommendation

for unlimited expulsion, it may send the matter back to the superintendent with the school board's recommendation for any alternative disciplinary or non-disciplinary action. No party shall have an additional right of appeal to the school board concerning unlimited expulsion.

If any part of the due process clause is declared unconstitutional, it does not render the rest of the procedures unconstitutional.

ATTACHMENT IV

Kind of Program	Brief Description	School System	Contact Person
Behavior Clinic	Established to provide an alternative to the routine procedure for dealing with disruptive students.	East Baton Rouge Parish	Carl Gebhart; Eddie Morrison
Junior High Alternate School	Students in grades 7,8,&9 under the age of 16, who are experiencing behavior and/or academic difficulty may enroll by application. This is a pilot program with enrollment limited to 60 students for the school year. Students must have been suspended one or more times (but must not have been expelled) to be eligible for the program.	East Baton Rouge School System	Jack Claunch, 387-2141
Continuing Education for Expelled Students	Students in grades 7,8,9,&10 under the age of 16, and who are expelled may enroll on a voluntary basis. *The aims of this program are (1 to give the student an opportunity to salvage credits for the current school year, (2 to give remedial help to those who need it, & (3 to give the socially maladjusted student an opportunity to restructure his behavior patterns.*	East Baton Rouge School System	Jack Claunch, 924-5944
Continuing Education for expelled students and dropouts	Any person 16 yrs. of age or older who is not attending regular school is eligible to enroll in the continuing education program. All classes are open-ended and self-instructing by nature. The primary aim of this program is to provide the students an opportunity to attain the GED.	East Baton Rouge Parish	Robert D. Wasson, 926-4448 or 926-4113
Adjustment room to improve behavior and decrease suspensions	Combination of academic work period and social interaction development/ alternating 30 min academic work period with 25 min. social interaction reward period.	East Baton Rouge Parish	Mildred M. Clark, Visiting Teacher

Kind of Program	Brief Description	School System	Contact Person
School-Away-From-School	The School-Away-From-School was established to take care of that segment of the school population which makes a poor adjustment to the high school. The setting provides for more freedom in scheduling and in kind of instructional program.	Caddo Parish	Dr. Albertine B. Hayes
Suspension Reduction	Each high school has a "Reclamation Room" staffed with a counseling teacher and teacher-aide. Students referred to the principal's office for certain disciplinary reasons may in turn be referred to the Reclamation Room in lieu of a suspension.	Caddo Parish	Dr. Albertine B. Hayes
Liaison Team	Two people act as liaisons between the school and home. These people are able to communicate with young people and can approach parents in a positive manner.	Jackson Parish School Board	S. L. Ledbetter, Superintendent
Middle School Drop-out Prevention (6th, 7th, and 8th grade)	During the project period, 100 indefinitely suspended students, dropout students, or students adjudged delinquent or potentially delinquent are placed in a special drop-out prevention program in order to provide opportunity for them to complete their educations.	Jefferson Parish School Board	Mrs. Ruth Autin
Middle School Minority Group Suspension Reduction	Social Workers' efforts encompass diagnostic, prescriptive, motivational and humanistically oriented involvement in order to identify causes, alleviate identified problems and reduce minority group isolation. Social Workers maintain contact with students, parents, teachers, counselors and with administrative personnel. They	Jefferson Parish School Board	Mrs. Ruth Autin

Kind of Program	Brief Description	School System	Contact Person
	maintain files for evaluative purposes and for improving future services.		
In-School Suspension Program	Students are not sent home for certain infractions. Provide a supervised program at school. Also, a social worker will contact the home in certain cases.	Lafayette Parish School Board	Mr. Dudley E. Duhon, Supervisor Census & Attendance
Grasp Alternative High School	GRASP was established to provide an alternative educational experience for suspended overage students from the sixth grade through the secondary level. All students have experienced constant difficulty in the traditional setting and repeatedly demonstrated their inability to achieve.	New Orleans Public Schools	James E. Dean, Jr., Hearing Office 703 Carondelet St. New Orleans, LA 70130
TRAC (Computerized Attendance Program)	The Total Reduction in Absenteeism of Children (TRAC) program is a computerized program in eleven secondary schools. It provides each participating school a record of the previous day's full day and class absences. An attendance clerk in each school informs by telephone or post card the parents of each full day absentee of their child's absence. Cumulative records of full day and class absentees are also included on the daily printouts and the monthly summary, providing a ready tool for school administrators and counselors to spot youngsters whose absenteeism is excessive and should be investigated. During the first two months of the program's operation, absenteeism, as compared to the previous year,	New Orleans Public Schools	Joseph Marchese, Jr. Coordinator

Kind of Program	Brief Description	School System	Contact Person
	had dropped in seven schools, risen in three, and remained unchanged in one.		
Benjamin Franklin Senior High School (school for academically talented students)	A senior high school for college bound, academically talented students. Admission is based on achievement and intelligence tests and prior academic records.	New Orleans Public School	Henry J. Helm, Principal
PAL (Positive Approach to Learning	PAL is a proposal of a committee which studied school disruptive behavior. It recommends the setting up of interdisciplinary teams of professionals trained and experienced in special education, psychology, and social work. The teams would work with disruptive children, offering teacher consultation, family consultation, treatment in a PAL classroom for periods up to six weeks, and referral to community agencies.	New Orleans Public Schools	Mrs. Joan G. Eymard, Director of Special Education
New Orleans Center for Creative Arts (Grades 10-12)	New Orleans Center for Creative Arts seeks to broaden career options in the arts to attain the skills and knowledge needed to select from a variety of post-high school possibilities, including college, professional careers, professional training schools.	New Orleans Public Schools	Dr. Thomas C. Tews, Principal
Gateway I and II High Schools	Gateway Schools use the entire city as the classroom. Learning is not confined to the school building, nor is all teaching restricted to certified teachers. Students have some classes in the home buildings and some throughout the city in governmental, cultural, financial, industrial, educational and other community institutions.	New Orleans Public Schools	Mrs. Marian V. Robb, Principal of Gateway I High School & Mr. Alan J. Guma, Principal of Gateway II High School

Kind of Program	Brief Description	School System	Contact Person
	In addition to the regular faculty, students learn from volunteers representing many occupations.		
Intervention Rooms (8)	Intervention rooms were established as a method of coping with disruptive student behavior in elementary, middle, and junior high schools before it reaches the point of suspension. The rooms are staffed by teacher-counselors and serve several functions: 1) to offer relief to teachers by removing disruptive students who are interfering with classroom teaching; 2) to provide a "cooling off" period for students who have temporarily lost self-control; 3) to enable counselors to work with disruptive students to change conflict-producing situations; 4) to help students keep abreast of classroom assignments while in the I-Room.	New Orleans Public Schools	Joseph Marchese, Jr. Coordinator
GAP program (General Acceleration Program	The General Acceleration Program (GAP) is a work-study placement program for youngsters 14 years or older and at least two years over age for their grade level. The program emphasizes both educational and marketable work skills.	New Orleans Public Schools	Mrs. Barbara Spears, Coordinator
Milne Home	At the Milne Home which is under the control of the Welfare Dept. of the City of N. O., seven classrooms are manned by teachers furnished by the Orleans Parish school system. Basically, two groups of students attend the Home. One group of students is placed at the Home by the Welfare Dept. because they are unwanted or because they have committed	New Orleans Public Schools	Hearing Office

Kind of Program	Brief Description	School System	Contact Person
	misdemeanors and are assigned to the Home by the juvenile court. These students are residential students. A second group of students who are at Milne only in the day are assigned to the Home because they cannot adjust to a normal school situation.		
Street Academy	The Street Academy recruits school drop-outs who are 16 yrs. or older and offers an opportunity to develop academic and interpersonal skills that will expand their career possibilities.	New Orleans Public School System	Mrs. Gail Clapion, Principal
Success Motivation	Designed to help develop a more positive attitude toward school and to improve self-concept and study habits.	Ouachita School System	Gloria S. Camp
Staff Development	An innovative staff development program being conducted at Richwood High School. The purposes relate to improvemnnt of teaching and learning with the thrust being humanization of education.	Ouachita School System	Gloria S. Camp
Halfway Plus	The Halfway Plus School is an attempt to meet the needs of high school students who have varied and unusual needs and sincerely desire to complete their high school education.	Rapides Parish	Mr. Neil Johnson
Community Volunteer Counselors	Thirty-two adult volunteers were trained as counselors to work with youngsters who need counseling in lieu of suspension and expulsions, to provide value clarification training in order to implement an effective transition back into the normal school environment. In addition to counseling activities the volunteers supervise students in basic reading and math	St. Charles Parish	Stanley Berard

Kind of Program	Brief Description	School System	Contact Person
	activities to provide continuity with the regular academic program.		
School Within a School	Proposed two classes for 80 youngsters. These classes present interdisciplinary offerings geared to individualization of interests tailored to each student's capabilities. An intensive counseling program is available to assist students in developing a more positive attitude toward self and others.	St. Charles Parish	Stanley Berard
Discipline Detention Room	In lieu of suspension for such infractions as skipping classes, leaving school without permission, and in almost all infractions not requiring mandatory suspension. The student is given the option of remaining after school and reporting to a detention room for work on his school lessons under the supervision of a regularly assigned teacher. If student refuses to report to detention room as assigned then, and only then, will he be suspended.	Webster Parish	W. W. Williams

ALTERNATIVE PROGRAMS - OTHER STATES

Kind of Program	Brief Description	School System	Contact Person
Alternative Center for Comprehensive Educational Progress and Therapy (ACCEPT)	Alternative Center for students who require intensive diagnostic study & s) educational therapy in a sheltered setting for a period of time. The target population would consist of pupils who are constantly disruptive and who seem unable to exert impulse control or adjust to the normal limits of behavior necessary for classroom instruction.	Atlanta Public School	
Extension Center Program	The extension center program serves those junior high school pupils whose personal social adjustment problems and academic deficiencies require specialized assistance. Those pupils are sufficiently disturbed, disruptive, or alienated that they interfere with their own and other pupils' learning opportunities. These pupils are mentally able to benefit from regular academic programs; however, they are among the pupils most frequently suspended or excluded because of their inability to conform to rules or to learn in the regular school setting.	Denver, Colorado	Denver School System Dept. of Special Education
Community High School	A new senior high school program designed to provide opportunities for 100 high school students to learn special kinds of things they want to learn about through individually planned programs of study. A learning contract specifying the objectives to be achieved in the learning program signs the student will earn credit by passing a performance or competency test based on the objectives listed in your learning contract.	Houston Independent School District	Lawrence Marshall

Kind of Program	Brief Description	School System	Contact Person
Black Arts Center	The purpose of the Black Arts Center is to motivate students to stay in school and to provide incentive for drop-outs to return to school. The Center offers workshops in drama, creative writing, art, and media (videotaping, film making, etc.) HISD students may attend the Center for these courses and receive credit toward graduation for their work.	Houston Independent School District	Lawrence Marshall
Gulf Coast Trade Center	The purpose of the Gulf Coast Trade Center is to remotivate male adolescents between the ages of 14 to 16 toward academic achievement and improve their attitudes and behavior during their exposures to the New Waverly experience. Each student's academic program is planned for his individual ability and leads to reentry into local high school with full accreditation.	Houston Independent School District	Lawrence Marshall
1) Metropolitan Secondary Program Center	Truly alternative senior high school where students may enroll at any time during the year, finish courses, & complete graduation requirements at their own speed. Students who have been expelled from comprehensive programs may attend.	Unified School District 259 428 S. Broadway Wichita, Kansas	Mr. David McElhiney, Director of Secondary Education
2) Junior High School Interest Center	Genuine alternative junior high school receiving students from all over city and from each of 16 comprehensive traditional junior high schools. Emphasis is on developing an interest in learning.	Unified School District 259 428 S. Broadway Wichita, Kansas	Mr. David McElhiney, Director of Secondary Education
The Cottage	An alternative "school-within-a-school." The program provides general academic course work, non-remedial enrichment work, guidance and counseling, and the basic school health services.	Seattle Public Schools	Gary Ness, Coordinator/ Counselor 8815 Seward Park Ave 98118 206-587-3585
Extended Services Program	ESP is an alternative/transitional educational program, developed by the central community and the School District. The program is open to any student within Seattle Public Schools. This component is an extension of the regular schools. The intent of the program is to facilitate the student's practical achievement and self-discipline to enable the student to return to the	Seattle Public Schools	Glenda Desper, Program Director 2410 E. Cherry, 98122-206-587-6426

Kind of Program	Brief Description	School System	Contact Person
	regular school or to continue education and training through some other means.		
Interim School	The Interim School provides a program for students at the senior high level who are not actively involved in regular or other alternative school programs. Students fulfill learning contracts enabling them to complete the requirements for graduation or its equivalent.	Seattle Public Schools	Mr. Gordon Roff, Program Mgr. Jeannette Ellis, Head Teacher Room 241, 550 Mercer Street, 98109
Juvenile Parole Learning Center	The Learning Center is designed to bring together the educational and non-educational personnel who work with students on parole from State institutions.	Seattle Public Schools	John Krueger, Program Mgr. 2377 Eastlake Ave. E., 464-5337
Nova	Nova is a high school program for students committed to exploring alternative styles of learning. The program emphasizes community-based learning as well as traditional types of learning. Students are encouraged to help design their own programs and participate in the running of the overall program.	Seattle Public Schools	Martin Hahn, Program Mgr. Downtown YWCA Bldg. Fifth and Seneca
People's School #1	P. S. #1 is a program for students who are dropouts or have been suspended from regular high schools or junior high schools. The program goals are to offer classes which will enable students to earn high school diplomas, to offer job counseling, to help students find and keep jobs, and to refer students and their families to needed social services.	Seattle Public Schools	Judith Doud, Program Mgr. 2610 Nob Hill Ave., N., 18109
Project Franklin	Project Franklin is an alternative program for students who for various reasons find attending a regular school incompatible with their needs. The students are allowed to take three contract classes and may supplement their schedules with additional classes at Franklin High School.	Seattle Public Schools	Joseph Slye, Teacher 3013 S. Mt. Baker, 98144
Project Interchange Junior and Senior High Schools	Project Interchange is an alternative junior-senior high program designed to meet the educational needs of students whose grades, attitudes, and behavior indicate that they are on the way to dropping out of school.	Seattle Public Schools	David L. Rinkel, Program Mgr. 730 S. Homer St.

Kind of Program	Brief Description	School System	Contact Person
Alternative School	Special School for suspended and expelled students.	Pompano Beach, Florida	Mr. Ellis Parker Blanche Ely Com. Center 801 Northwest 10th
Student Attention Center	An in-school suspension program	Ft. Lauderdale Florida	Joseph Grealy Internal affairs 1320 S.W. 4th Ave
Time-out Room	To conduct a pilot study on the usefulness of this type activity in dealing with disruptive students.	Crystal River, Florida	Mr. Martin Lewis, Principal
Rap-Rooms	To provide an information setting for students to go and discuss their concerns	Naples, FLA	2626 Tamiami Trial
Peer Counseling/ Rap Room	To promote development of inter/intra-personal skills, decision making skills and to allow for ventilation of feelings.	Miami, FLA	Don Samuels, Coor. Substance Ed. Prog. Lindsey Hopkins Bldg.
Centers for Special Instruction	To operate two centers which provide temporary placement for suspended or expelled students.	Miami, FLA	R. B. Little, Supvr. Lindsey Hopkins Bldg Room 102
School Centers for Special Instruction	In-school suspension	Miami, FLA	R. B. Little, Supvr.
Junior High Opportunity Center for Boys	To provide meaningful educational experiences for socially maladjusted boys.	Cpa Locka, FLA	J. Brusco, Bldg. 9
Junior High Opportunity Center for Girls	To provide meaningful educational experiences for socially maladjusted girls.	Hialeah, FLA	Mrs. Fran Chambers 951 Flamingo Dr.
In-School Adjustment Program	To separate the disruptive student from the other students until he is ready to return to his regular schedule.	Pensacola,FLA	S. Nelson, 5402 Lillian Hwy.
Time-out room	To provide a place for middle school students to go to school for guidance.	Jasper, FLA	H. Bethea, Rt. 4 Box 156A
Opportunity School	To provide students with learning problems and emotional or social adjustment problems with small classes so that they receive more personal attention.	Brooksville, FLA	Dolores Parrott Brooksville High School
ESAA-SOS Project	To treat cases of chronic absenteeism by providing an alternative to suspensions and expulsions.	Monticello, FLA	T. Green, P.O. Box 499
Alternative Classroom	To provide an alternative to suspension and to improve the attitudes of identified students by providing them human relations training.	Tallahassee, FLA	Mrs. J. Heinberg, 2757 Pensacola

Kind of Program	Brief Description	School System	Contact Person
Behavior Modification Center	To work with emotionally disturbed students.	Bradenton, FLA	C. Lankewich, P.O. Box 2069
Conditional Suspensions	To provide counseling for students	Ocala, FLA	Wm. C. Haldin, P. O. Box 670
Great Oaks Village	To provide remedial help in basic skills to students remanded into the custody of the county because of need for supervision.	Orlando, FLA	Henry Tarbell, 410 Woods Ave.
Youth Hall	To provide two teachers to the local detention facility	Orlando, FLA	H. Tarbell, 410 Woods Ave.
Youth Developmental Center I and Youth Developmental Center II	To provide a program stressing remedial work in basic learning skills for disruptive students.	Orlando, FLA	H. Tarbell, 410 Woods Ave.
South Side Alternative School	To provide an individualized realistic program to assist the student to make adjustments which will enable him to return to a regular classroom or to begin his vocational pursuit with expectations of success.	Clearwater, FLA	R. Hallam, 1960 E. Druid Rd.
Time-Out Rooms	To provide alternative approaches to the problem of suspension.	Clearwater, FLA	R. Hallam, 1960 Druid Rd.
Youth Research Programs	To provide an alternate program for students who are potentially disruptive.	St, Augustine, FLA	James Welu 124 Orange St.
Alternative School	To provide special school for disruptive youths.	Palatka, FLA	Duane Krause, P.O. Box 797
Opportunity Class	To provide in-school suspensions.	Perry, FLA	S. H. Henry, P. O. Box 539

APPENDIX

DRAFT:

TO BE COMPLETED AFTER 1975 LEGISLATIVE SESSION

"MODEL HANDBOOK OF POLICIES AND PROCEDURES
FOR SUSPENSION OR EXPULSION OF STUDENTS"

FOREWORD

The major objective of education is to prepare the individual to take his place in society and lead a happy, productive life.

One of the primary objectives of education is to teach and motivate students to develop self-discipline, which is a prerequisite for learning. The development of self-discipline should be an ongoing activity of school personnel and not merely the action taken at times when a student may deviate from acceptable forms of conduct. Since unacceptable student conduct does not arise solely from the student's reaction to school, the school cannot expect to be the sole remediator. However, the school does have the responsibility to provide situations for students to practice controlling their own behavior, to make and correct their own mistakes in behavior, and to see examples of responsible behavior by staff and other students.

When a student exhibits marked deviation from acceptable behavior, it is the responsibility of the teacher; principal; and guidance, attendance, and psychological personnel to undertake every effort to identify the problem, to secure parental understanding and cooperation, and to help the student in accordance with their best judgment and the resources available.

In those cases where corrective action becomes necessary, the disciplinary measures taken should be positive, constructive, and directed toward serving educational ends. It should be clearly understood by the student and his parents that the purpose of disciplinary action is to assure acceptable future behavior and to teach the student that the right to education is qualified by compliance with reasonable rules and regulations.

While the school is concerned with the individual and his welfare, it must also be concerned with the group and their welfare and in preserving the proper atmosphere for teaching and learning. Misconduct beyond the school system's resources for correction shall be dealt with by denial of attendance with the procedures for suspension and expulsion. For any student who is denied normal attendance privileges, the Board may offer parents the knowledge and counsel of its professional staff in finding proper care for him through community agencies and/or alternative programs.

OVERVIEW OF SUSPENSION AND EXPULSION REGULATIONS

The school as a public agency shares the responsibility with parents to help educate, guide, and when necessary, discipline children. In an effort to assure parental understanding and support of the school's shared responsibility, the principal or parent group of each school shall establish an Advisory Committee consisting of the principal, teacher(s), parent(s), counselor or social worker, student(s), community representative(s), and, if the need arises, other professional personnel from the school system, to discuss dis-

ciplinary problems and trends and to make recommendations to the principal, superintendent and/or School Board in these areas. It is not the intent that this group serve as a hearing committee. Meetings must be scheduled at least four times during the school year. Meetings may be held at the request of the principal or at the request of any two members of the committee.

If a student exhibits undesirable behavior which is detrimental to the best interest of the individual or the school community, prior to taking serious disciplinary measures, school personnel have the responsibility to take appropriate alternative courses of action as may be adopted by the local board, best suited to the individual student.

When unacceptable behavior cannot be corrected by the resources of the school, the school administration may resort to the following disciplinary options as a final effort to influence the student's future behavior:

SUSPENSION

Suspension is any denial of school attendance for any period of time that would expire prior to the end of the current school year.

EXPULSION

Limited expulsion is any denial of school attendance through the end of the current school year.

Unlimited expulsion is any denial of school attendance for a specific period of time beyond the beginning of the next school year or any permanent denial of school attendance.

School personnel shall exclude no student from school without benefit of the suspension or expulsion procedures described herein.

A student may be suspended or expelled, according to the nature and frequency of the action, if he or she:

- Intentionally causes or attempts to cause a substantial disruption or obstruction of the functions or processes of the school
- Intentionally causes or attempts to cause substantial damage to the school or school property
- Intentionally causes or attempts to cause substantial damage to valuable personal property on the school grounds or during a school activity off school grounds
- Intentionally causes or attempts to cause physical injury to a school employee, other student, or other person not employed by the school on the school grounds or during a school activity off school grounds
- Commits any other serious offense so designated by the Board

SUSPENSIONS PROCEDURE

Principals must make every reasonable effort to investigate all aspects of a discipline problem which might result in suspension or expulsion. This investigation shall include a reasonable opportunity for the student to state his position. Principals shall have reasonable cause to believe that the student is guilty of an offense which would constitute grounds for disciplinary action before initiating a suspension procedure.

If a principal determines the facts of the case warrant a suspension, he shall contact the student's parents or guardians and suggest that they confer with him about the proposed suspension. If the problems are not resolved by the conference, the principal may impose a suspension of not more than nine (9) days. If the student's parents or guardians fail to attend such a conference, or fail to respond to such a request, or if the student's conduct is disruptive to the school, the principal may continue with the suspension without benefit of a prior conference.

If there will not be any prior conference on the proposed suspension, the principal shall make every effort to contact the student's parents or guardians by telephone, if possible, notifying them of the proposed suspension, and that the student will be,or has been removed from his class and will be kept under supervision until the close of the school day or the arrival of the parent or guardian. In the event a student may cause a serious disruption of the orderly operations of the school, he may be removed from the school premises immediately and placed in the custody of his parents, next of kin, or appropriate authority.

The principal will mail a report of the suspension to the parent or guardian preferably on the day of the suspension, if possible, but no later than the following school day.

The report must contain the name and address of the student, reasons for the suspension, number of days suspended, the facts ascertained as supporting the reasons, and the written procedure governing suspension. The report will be mailed to the most current address available.

The principal simultaneously shall send to the superintendent and the Child Welfare and Attendance Section a copy of the suspension report.

If the parent, guardian, or student wishes to contest the suspension, they may, within five (5) school days after receipt of written notification of the suspension, submit a written or personal request to the local superintendent to review the matter. Upon such request the local superintendent shall schedule a hearing at his earliest convenience to be held in accordance with the hearing procedure referred to within the context of the suspension procedure.

SUSPENSION

Anytime a suspension or a series of suspensions exceeds a cumulative total of more than nine (9) days, a suspension shall be accorded the same hearing procedures as an expulsion.

Upon the student's return to school after the second suspension, the principal must schedule a conference at school, to be attended by appropriate school personnel, the student and, usually, the student's parent(s).

When the third suspension is initiated, regardless of the accumulation of days, the third suspension shall follow the same hearing procedures as those adopted for expulsion. Upon the student's return to school, the principal must schedule a conference following the same procedures outlined above.

EXPULSION PROCEDURE

An expulsion from school is the most severe punishment the school system may impose on a student. It is to be considered as a very last resort in handling disciplinary matters.

Only a principal or, in the absence of the principal, the acting principal, may initiate proceedings for an expulsion.

A principal may initiate proceedings for an expulsion when he has reasonable cause to believe that a student has committed an offense which is serious enough to warrant such proceedings (e.g., the student has committed an act or attempted to commit an act which was or would constitute a serious threat to the safety or well-being of others in or near school buildings and facilities or has seriously damaged property belonging to others, including students, faculty, and the school board).

A principal shall make a reasonable and thorough investigation of all aspects of the discipline problem, including an informal hearing. He must be convinced that the nature and seriousness of the offense warrants the ultimate form of disciplinary action. If he is convinced, he shall then recommend to the superintendent or his designee that the student be expelled from the school, and may remove the student from school pending completion of informal hearing.

The principal shall make every effort to contact the student's parents or guardians by telephone, if possible, notifying them of the proposed expulsion and that the student has been removed from his class and either kept under supervision until the close of the school day or the arrival of the parent or guardian or placed in police custody. If the parent so requests, the student will be granted permission for an early dismissal from school provided his parents are present to pick him up.

The principal will mail copies of the proposed expulsion to the parent or guardian and student on the day of the student's removal from school, if possible, but no later than the following school day. If the above telephone contact was not possible, this report will be sent by certified mail, return receipt requested.

This report must contain the name and address of the student, reasons for the proposed expulsion, duration of expulsion, the facts ascertained as supporting the reasons, names of the witnesses, with relevant information, if any,* and the written procedures governing expulsions. The report will be mailed to the most current address available.

The principal simultaneously shall send to the superintendent and the Child Welfare and Attendance Section a copy of the proposed expulsion.

Upon receiving the report, the superintendent or designee, shall have a visiting teacher, a social welfare worker, or a representative of Child Welfare and Attendance contact the home, explain the proposed expulsion and try to remedy the situation. If said contact does not resolve the situation to the satisfaction of the principal within three (3) school days the superintendent or his designee shall then proceed with the hearing by mailing a notice to the parent or guardian and student of a scheduled conference to hear the expulsion case and a report of the home contact which shall become official record of the expulsion proceedings. A copy of both notice and report shall be sent to the school principal.

The notice of a scheduled hearing shall include pertinent information such as the course of action which the superintendent will take in the event the parent does not respond personally, in writing or by telephone, to the notification. A second hearing may be scheduled or the superintendent may continue with the hearing without the parent in attendance. In the absence of the parent, the student may be represented by any person of his choice. Where the superintendent has proceeded with the expulsion hearing without the parent being present, he shall

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* Where a principal has reasonable cause to believe that the disclosure of the identity of a witness will expose that witness to harm, the principal is not required to identify the witness by name. Wherever possible, however, the principal shall describe the witness in terms of his status, e.g., student, teacher, etc.

Where the name of the witness is not disclosed, the principal shall note on the report this fact and the reasons therefor. The principal shall also be prepared to establish at the hearing that the contents of any written statements from such a witness are true as determined by his own investigation.

give written notification to the parent, student and student's representative of his findings and action taken no later than three (3) school days after the hearing, by certified mail, return receipt requested. In such notice the superintendent shall inform the parent and student of the findings; if no appeal is made within five (5) school days of receipt of written notice, the decision shall become final.

The superintendent or his designee will schedule a hearing to be held as soon as possible but not later than ten (10) school days after the student's removal from the school, unless a later date is agreed upon by all parties concerned. In the event a hearing is not scheduled within the ten (10) school days, the student shall be temporarily reinstated until the hearing is held.

At the hearing conducted by the superintendent or his designee, it shall be ascertained that the parent(s), student and student's representative understand the nature, seriousness, possible consequences, and appeal procedures for the proposed expulsion. The evidence concerning the cause for the proposed expulsion is to be presented by the principal in support of his recommendation. The student's prior performance and attendance may also be discussed. The student may present evidence or whatever else is appropriate on his behalf.

The student and his parent(s) are entitled to representation by another person of their choosing, including legal counsel. Such representative shall have the right of full participation in the hearing (as in the long-term suspension procedure). School personnel are afforded the same opportunity.

The superintendent shall provide for an accurate transcript of the hearing proceedings by employing the services of a court reporter, by requesting his secretary to take the minutes, or by using a tape recorder from which a transcription is made. If a student desires other recording services, he may furnish same at his own expense.

After hearing the case, the superintendent or his designee shall find whether the student is guilty of the principal's charges, and in accordance with such findings, he may administratively transfer, suspend, or expel for a stated period of time, if so recommended by the principal, or employ other lesser disciplinary measures he deems best suited to the case.

If the findings and disposition of the expulsion hearing are made at the conclusion of the hearing, the superintendent or his designee shall inform the parents, the student or student's representative, of his findings and disposition of the case. In any event, the superintendent or his designee shall mail to the parents (by certified mail, return receipt requested), to the Child Welfare and Attendance Section, and to the principal, no later than three (3) school days after the hearing, a written notification of his findings

and what action will be taken. In the event of an administrative transfer, a copy of the written notification shall also be sent to the receiving school.

In the event the student is expelled, the parent, guardian, student or student's representative may appeal the superintendent's or his designee's decision, within five (5) school days after receipt of written notification, by a written request by certified mail, return receipt requested, to the parish superintendent or the school board, whichever is the next higher authority, for a review of the superintendent's findings. If requested, and after reviewing the findings of the superintendent or his designee, the school board may affirm, modify, or reverse the action previously taken by the superintendent or his designee.

In appeals to the school board, the local superintendent shall forward the record of the proceedings to the school board, which record shall include all evidence presented at the hearing and an accurate transcript of the testimony given at the hearing. The parent, guardian, student or student's representative may, within ten (10) calendar days, appeal to the parish district court from an adverse ruling of the school board in expelling the student.

The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act which had it been committed by an adult would have constituted a felony, may be cause for expulsion of the student for a period of time as determined by the board; provided that such expulsion shall require the vote of two-thirds of the elected members of the school board.

This hearing must occur within thirty (30) days of the superintendent's decision to expel. At the hearing the Board shall have the entire record before it and shall hear all parties, witnesses or persons concerned. New or additional evidence shall be heard if presented by any party.

If the school board does not concur with the superintendent's recommendation for unlimited expulsion, it may send the matter back to the superintendent with the Board's recommendation for any alternative disciplinary or non-disciplinary action.

No party shall have an additional right of appeal to the school board concerning unlimited expulsion.

STATUS OF SUSPENDED AND EXPELLED STUDENTS

During the period of suspension or expulsion, the student who is denied attendance privileges shall not be allowed on School Board

property without prior authorization. Participation and presence of the suspended or expelled student at school extracurricular activities is denied.

Educational alternatives which are available should be made available to those students who are suspended from school for two (2) weeks or more. * Educational alternatives which are available may be available to those students who are under limited or unlimited expulsions at the discretion of the school administrators.

The suspended student who is denied attendance privileges will remain on the registration of his original school and will be marked "SU" for suspension beginning with the date of suspension and continuing until he is returned to school. Appropriate notation of the suspension will be recorded on the attendance card.

The principal shall not forward records of suspensions and expulsions to another school upon the student's transfer or promotion except upon request of the principal of the receiving school. Records of suspensions and expulsions must be retained for a period of six (6) years.

RE-ENTRY AND REHABILITATION OF SUSPENDED AND EXPELLED STUDENTS

The necessity to suspend or expel a student usually indicates that additional support and remedial services are necessary. The principal and professional staff have a responsibility to provide proper behavioral and educational counseling and to make specific educational and administrative efforts to help the student returning from suspension or expulsion to remain in school by giving suspended or expelled students reasonable opportunities to make up work missed during said suspension or expulsion.

ADMINISTRATIVE TRANSFER PROCEDURE

Where a student's adjustment to a school is unsatisfactory and his resultant behavior is inappropriate but does not warrant suspension, the principal may request the superintendent or his designee to administratively transfer the student to another school.

Upon determination that such action will assist the student in making a better adjustment to the teaching-learning situation, the superintendent or his designee shall determine the choice of schools after careful consideration of the enrollment of, available transportation to, and the number of administrative transfers that have been issued to the receiving school. A coordinated effort shall be made by

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* Educational alternatives should not be dependent solely on the basis of wealth of the parish involved. The Legislature and State Department of Education should review and confirm their stand on providing for alternative programs.

the superintendent or his designee to control the number of students transferred to any given school.

Pending the review of such a request, which the superintendent or his designee may approve or deny after careful consideration of the case, the student shall remain in attendance at the school in which he is enrolled.

The superintendent or his designee shall send written notification of the administrative transfer to the parent or guardian, discharging school, receiving school, and the Child Welfare and Attendance Section. A copy may also be sent to the student's probation officer.

After the student has been officially checked out of the discharging school and has been admitted to the receiving school, the principal of the receiving school shall schedule an entrance conference between the student and the school social worker or counselor, with periodic follow-up conferences, to assist the student in adjusting to the new school.

If after all reasonable attemptshave been made to assist the student to adjust to the receiving school, and the student is unable or unwilling to make the adjustment, the principal may request a revocation of the administrative transfer by the superintendent or his designee. Such written request shall include an explanation of the problems which have arisen and the positive attempts that have been made to assist the student.

TASK FORCE ON SUSPENSIONS AND EXPULSIONS

Research Committee Report

A. Membership of the research committee was as follows:

Mr. Robert Rochester, Chairman (Represented by Mr. Fred Lindsay)
Dr. Leon L. Borne, Jr., Assistant
Mr. John Nipper
Mr. Jerry Boudreaux
Dr. Arlynne Cheers
Mr. Larry Murray
Mrs. Jean Mullins
Dr. Pat Dowling
Mr. Richard Haley
Mr. Al Daly
Dr. Sidney Seegers
Mr. Richard Miles
Mr. Alphonse Cassagne
Mrs. Dorothy Taylor
Mrs. Arcola Meadors

B. Duties assigned to the research committee were four in number.

1. Gather, compile and analyze data relative to:

   a. Suspensions and expulsions, 1973-1974 session;
   b. Reasons for truancy;
   c. Suspension and expulsion policies and procedures from other states; and
   d. The effect of lower teacher-pupil ratio on suspensions and expulsions.

2. Examine and revise the forms for securing needed information from local school systems relative to:

   a. Total enrollment, black-white;
   b. Total suspensions, expulsions, black-white; and
   c. Principal causes for suspension

3. Study, compile and seek solutions to factors that cause suspensions and expulsions. (These factors might include the teaching-learning process as it relates to student behavior.)

4. Prepare supportive evidence that:

   a. The present policies and procedures relative to suspensions and expulsions should/should not be revised; and
   b. The focus for change lies in/does not lie in remedying the factors bringing about the acts for which youngsters are suspended and expelled.

RESEARCH COMMITTEE FINDINGS

The Research Committee gathered data relative to suspensions and expulsions through use of a statewide survey designed to determine the extent of the problem, the predominant reasons occasioning suspensions, and the reasons for truancy. Available literature was researched relative to the relationship of pupil-teacher ratio to suspensions and expulsions, and letters were sent to all states in the nation for information relative to their pertinent policies and procedures. Examined also was the utility of forms currently being developed by supervisors of child welfare and attendance in acquiring data relative to suspensions and expulsions. Data gathered was used to arrive at a determination that (a) policies and procedures should/should not be revised, and (b) the focus for change lies in/does not lie in remedying factors bringing about the acts for which youngsters are suspended and expelled.

A total of sixty-three (63) parishes (95 percent) responded to the survey. (However, only fifty-three (53) parishes (80 percent) reported suspensions by race and thirty-four (34) parishes (52 percent) reported suspensions by sex.)

The sixty-three (63) parishes reported that during the 1973-74 school session a total of 92,236 students was suspensions. Total enrollment of these sixty-three (63) parishes was 853,138 students.

In the fifty-three (53) school systems reporting suspended students by race a total of 78,069 students was reported to have been suspended. Of these, 40,312 (52 percent) were black, 37,757 (48 percent) were white, and 50 (.06 percent) were reported as having a Spanish surname. Enrollment in these parishes totaled 673,271 students, of whom 233,799 (35 percent) were black and 444,472 (65 percent) were white.

Thirty-four (34) parishes reported suspensions by sex. Of the 24,210 suspensions reported, 17,314 were male and 6,896 were female. Enrollment of these thirty-four (34) parishes totaled 317,429. Males numbered 163,851 (52 percent) and females numbered 153,583 (48 percent)

Expulsions totaled 1,468 from within the 54 parishes reporting expulsions by race. Of these 699 (47.62 percent) were white and 769 (52.38 percent) were black. One (1) was reported as having a Spanish surname.

Response from the sixty-three (63) reporting school systems indicated that the majority of students were suspended for fighting, disrespect for authority, and cutting classes. A compilation of the reasons for suspension is included in the appendix.

A survey of local school systems elicited responses from 48 parishes relative to the overt causes of attendance and adjustment problems. Rank order of the six major areas surveyed, listed by sex are as follows:

Causes	Total	Male	Female
1. Educational problems	7,101	4,321	2,780
2. Family problems (lack of parental control; broken home)	6,377	4,442	1,935
3. Personality and adjustments	6,289	3,656	2,633
4. Economic problems	4,522	2,616	1,906
5. Community environment	4,570	2,283	2,287
6. Health problems	3,377	1,641	1,736

Frequency ofoccurrence of specific causes within the major categories of the survey is recorded in the appendix.

Letters were sent to forty-nine (49) out-of-state Departments of Education requesting information concerning policies and procedures for suspensions and expulsions. Thirty-eight (38) states responded. Of those responding to the letter, thirty-one (31) stated that state statute

delegates the authority for suspending/expelling a student to the local school districts; five (5) stated that no information was available; and two (2) stated that no policy has been developed at the state level, although they are in the process of doing so.

The majority of the responses (23) indicated that a student may be suspended for "continued willful disobedience," "willful destruction of school property," "gross misdemeanor," or "conduct which is prejudicial to good order and discipline in the schools." Only one state responding, Florida, listed specific reasons (i.e., "defiance of school personnel, use of profane or obscene language, serious misconduct and repeated misconduct of a less serious nature, etc.")

The majority of these states responding (24) provided state procedures for due process, hearing, reporting, and appeal of suspension and expulsion. This was done in the form of state statutes, principals' handbooks, handbooks on student rights and responsibilities, guidelines for students' discipline, etc.

Ten states provided guides for the development of student rights and responsibilities handbooks by the local systems. The guides included statements on (a) student involvement - curriculum planning, school boards, voting; (b) student government; (c) student press; (d) extracurricular activities - registration, use of school facilities, advisors, exclusion from; (e) personal appearance; (f) student records; (g) conduct; (h) suspension and expulsion; (i) due process; (j) grievance and appeals; (k) attendance; etc.

Research relative to the relationship of the pupil-teacher ratio relative to suspensions and expulsions appears to be inadequate. Findings infer that pupil-teacher ratios have bearing upon whether or not students are exited from school. However, little, if any, concrete research data could be determined as helpful to the achievement of committee objectives.

Research on class size in general indicated that an outcome of lower pupil-teacher ratio is usually a more wholesome class atmosphere. In turn the committee inferred a positive effect upon the rate of suspensions and expulsions.

Examination of currently existing forms used by Supervisors of Child Welfare and Attendance for reporting resulted in their use in the conduct of the survey of local school systems with only minor modifications thought necessary. Forms utilized did not provide for enrollment reporting by the parishes. This data was secured from the Research and Data Collection office of the State Department of Education. Since the forms did not provide for reporting by sex of the subjects under consideration, parishes were requested to submit a form for males and a form for females. However, only thirty-four (34) parishes were able to comply with the request for data distributed by sex.

An attempt to determine suspensions by grade level revealed that fifty-one (51) parishes could report in this fashion, whereas only thirty-eight (38) could provide data for the elementary levels; fifty (50) parishes were able to provide a breakdown of data for individual secondary grade levels.

Determination of suspensions by race other than for total suspensions was not attempted. Fifty-three (53) parishes were able to report suspensions by race.

Upon review of R.S.17:416 as amended by Act 683 of 1974, the committee recognized that the compilation of valid statistical data relative to the factors which cause suspensions lies beyond the scope and research capability of this committee. Greater time and research effort must be expended to adequately identify qualitative processes than can be applied by this committee. Whereas, quantitative analysis has been effected and overt factors have been measured, no attempt can be made within current

reporting structures to secure qualitative data. Inferences drawn in this area reflect, therefore, the subjective expertise of the committee.

Supportive evidence regarding the need for revision of present policies and procedures other than the subjective interpretations of committee members or their counterparts in local systems does not appear easily attainable. This committee was unable to develop an objective method for achieving that objective. Visitation to local school systems and the knowledge acquired from the interchange of committee expertise indicated concern that a procedure which appears workable would be threatened by revision. However equal concern is expressed that on occasion suspensions and expulsions reflect procedural expediency at the expense of a genuine attempt to assist youth in their learning to become mature self-disciplined individuals.

Whereas, little evidence can be documented that the focus for change lies in or does not lie in remedying the factors bringing about the acts for which students are suspended or expelled. General consensus of the committee exists that many contributory variables cannot be easily statistically identified. Careful and in-depth data gathering would be required to achieve this objective.

Findings of the research committee reaffirm that suspensions and expulsions constitute a major area of concern for the educational system of Louisiana. Suggested is a need for alternatives to the time lost from educational processes for the many youngsters excluded from school attendance due to behavioral or adjustment problems. The need exists for personnel attuned to the prevention of student difficulties and who can provide the counseling and/or psychological services necessary to foster student and school adjustments to each other. Recognizing that discipline is necessary, it is also recognized that disciplinary practices need not be arbitrarily imposed, and should serve as important learning experiences for youth. In essence, learning should outweigh punishment in the application of discipline in schools.

As a result of findings and subsequent to extensive discussion relative to the implications of these for legislative action to bring about positive change in the area of suspensions and expulsions, the research committee recommended:

1. A statewide comprehensive study by the State Department of Education of the factors contributory to suspensions which would include, in addition to student contributory factors, those faculty and administrative factors which may foster disruptions which precipitate suspensions and/or expulsions.
2. Ongoing study by local school systems of their attitudes and procedures employed in the handling of student disciplinary practices consistent with the findings of the Task Force.
3. The establishment of a systematic reporting system within the Department of Education which would establish a base of data for ongoing research purposes since data is not readily available from local school systems in a uniform manner. It is suggested that the applicability of a data base system for reporting information relative to suspensions and expulsions on a statewide basis be investigated; that definition of the parameters of such a data base should reflect the inclusion of the many cultural, social, and academic variables which could not be incorporated into the survey undertaken; and that testing of a model reporting system be attempted prior to implementation in local school systems. The process should be ongoing and statewide in nature.
4. A state handbook on the rights and responsibilities of students and school employees to serve as a model to local systems in the formulation of similar documents for local use. Such

localized procedures should identify basic elements thought appropriate for inclusion by the State Department of Education.

5. The alteration of current funding procedures to reflect direct funding of supportive personnel (counselors, social workers, psychologists, etc.) to assure their availability to youth on a basis other than chance, local option, or at the expense of teaching staff. Suggested is the use of the Division of Youth Services as a resource in this regard. Inherent in this recommendation is the need to have pupil-teacher ratios reflect the number of pupils to the number of teachers rather than the number of pupils to the number of professional staff in the school system.
6. Re-definition of suspensions to assume a posture of assistance to youth as contrasted to a punitive attitude. Consideration should be given to on-campus alternative programming for suspended students in lieu of exclusion from the school environment, especially in the area of suspensions for truancy and tardiness.
7. Greater utilization of the assistance of the court in assuring school attendance, and greater involvement of the court and other agencies in assisting local school systems.

SUBCOMMITTEE ON ALTERNATIVE PROGRAMS

For most youngsters, but particularly those from low income families, the most effective route for economic escalation is education. Yet many children drop out of school before earning a high school diploma, the minimum academic credential for economic security. From this group come those who must look to the state and federal government for subsistence.

Withdrawal from school is almost always preceded by behavioral problems that result in numerous suspensions. Reduction of suspensions through amelioration of student problems must be a prime objective of all school systems. Reducing the causes of suspensions will increase the student's chances of remaining in school, obtaining his diploma, and, ultimately, achieving economic self-sufficiency.

Alternative programs have been found to be one effective way of reducing the number of suspensions. Since these programs have developed in response to particular needs, there is variation among them. There are aiternative programs within the regular school setting. These include time-out or intervention rooms, special classes, behavior modification programs, in-school suspensions, peer-counseling and teaching, and contingency management systems.

There are also alternative schools set up by school systems for students who are unable to relate meaningfully to the existing school curriculum. These include schools without walls with learning activities centered throughout the community and with much interaction between school and community, continuation schools with provision for students whose education in the conventional schools has been or might be interrupted, and schools within schools with a small number of students and teachers involved by choice in a different kind of learning program.

Strong components of effective alternative programs are in-service education for staff and parent education and involvement programs.

All of the various alternative programs share a common concern for the individuality of the student. Each provides a variety of learning activities designed to respond to particular students' needs, abilities, and interests. Most of all, each allows the student to make meaningful choices about his education.

RECOMMENDATIONS

To enable the various public school systems within the state of Louisiana to make an impact on the problem of suspensions, the Subcommittee on Alternative Programs recommends that the Louisiana State Legislature be asked to appropriate five million dollars ($5,000,000) to be used for pilot alternative programs aimed at the reduction of suspensions. The Subcommittee recommends that a committee be established to screen programs and make recommendations to the State Department of Education for those to be selected for funding.

TASK FORCE ON SUSPENSIONS AND EXPULSIONS

Liaison Committee Report

A. Membership of the liaison committee was as follows:

Dr. Leon Borne, Jr., Chairman
Mr. Lee Wesley, Assistant
Mr. Sam Distefano
Mr. Paul Phelps
Mr. Arthur Thompson
Miss Eloise LaBauve
Dr. Max Spears
Mr. John Nipper
Miss Diane Graham
Mrs. Susan Sheets
Mr. Gideon Stanton

B. Duties assigned to the liaison committee were two in number:

1. Study and make recommendations for establishment of coordination between the Department of Corrections, Bureau of Youth Services, Department of Education and other youth services and organizations.

2. Devise an operational procedure of conformity and systematic reporting thus assuring ongoing availability of pertinent data.

C. Procedures

Upon discussion of liaison committee roles and functions, consensus appeared to be that much of the activity of the committee involved research and the formulation of handbook procedures which would assure articulation of incarcerated, institutionalized and/or other youth between various state agencies. As a result, duplication of effort appeared to be a possibility if this committee were to continue to act individually and independently of the research and due process subcommittees of the Task Force on Suspensions and Expulsions. The membership, therefore, agreed to continue future activities in concert with the Research Subcommittee until such time as dissemination activities and/or legislative coordination activities became necessary. Then, independent action to provide liaison would appear to be in order.

C. Recommendations

Recommendations were made by the group in several areas which may require future action by task force committees and included:

1) A survey of state agencies, such as Corrections, Youth Services, Education, and Probation and Parole, should be initiated to determine areas in which coordination efforts are needed to assure easy access and transmittal of data or services on students and/or potential students.

2) Inter-agency awareness programs should be conducted on a regular basis for the purpose of (a) fostering attitude change conducive to better inter-agency relations, (b) promoting an atmosphere more accepting of institutionalized youngsters upon their return to a local school setting, (c) engaging agency personnel in cooperative in-service training functions as a means of fostering coordination efforts, and (d) held in concert with professional organizational meetings such as LEA, LTA, LSCA, etc., in order to promote coordination between local staff in the exercise of responsibilities to youth.

3) The institution of definitive and routine procedures which would assure coordinated activity between youth agencies. Among the suggested activities were (a) the notification

of local school systems of the institutional discharge of youthful offenders, (b) the initiation of personal contacts between probation officers and local schools in an attempt to facilitate re-entry, (c) the establishment of a definitive inter-agency policy which would assure yearly meetings called jointly by staff of the Bureau of Student Services of the State Department of Education and the Division of Youth Services in each parish and for regions of the state between all agencies having direct service contact with youth, and (d) the formation of local advisory councils on delivery of services to youth for the purpose of fostering cooperative exchange of thought between state agencies in behalf of youth.

4) The adaptation of agency reporting systems so as to facilitate the exchange of data relative to those youths in contact with and receiving services from a possible variety of state agencies. Consensus was reached that the delineation of a reporting structure would require extensive investigation and would logically follow further identification of direction by the several other committees of the Task Force and the many state agencies, if duplication of efforts were to be avoided.

5) That legislation be enacted to authorize and fund the Division of Youth Services, because of its posture as a State organization with an established system for delivery of diverse services, to initiate and to implement the foregoing recommendations.

TABLES

1973-1974 ENROLLMENT, NUMBER STUDENTS SUSPENDED, PERCENTAGES BY PARISHES

PARISH	ENROLLMENT (K-12)	NUMBER OF STUDENTS SUSPENDED	%
Acadia	12,422	652	5.25
Allen	5,776	400	6.93
Ascension	10,585	1328 *	12.55
Assumption	5,697	1452	25.49
Avoyelles	9,696	364 *	3.75
Beauregard	7,075	466 *	6.59
Bienville	4,221	132 *	3.13
Bossier	19,784	1394 *	7.05
Caddo	52,823	7898	14.95
Calcasieu	39,014	2124 *	5.44
Caldwell	2,513	296	11.78
Cameron	2,245	45 *	2.00
Catahoula	3,340	125 *	3.74
Claiborne	3,696	299 *	8.09
Concordia	5,787	788 *	13.62
De Soto	5,971	26	.44
East Baton Rouge	70,753	12,295 *	17.38
East Carroll	3,020	183 *	6.06
East Feliciana	3,802	316 *	8.31
Evangeline	7,557	842	11.14
Franklin	6,414	444 *	6.92
Grant	3,768	168 *	4.46
Iberia	15,802	1603 *	10.14
Iberville	7,612	1257	16.51
Jackson	3,671	326	8.88
Jefferson	68,669	15,688 *	22.85
Jefferson Davis	7,975	200 *	2.51
Lafayette	29,187.5	2594	8.89
Lafourche	20,119	643 *	3.20
LaSalle	3,620	187 *	5.17
Lincoln			
Livingston	11,661	852 *	7.31
Madison	3,822	381 *	9.97
Morehouse	8,101	588 *	7.26
Natchitoches	8,941	434 *	4.85
Orleans	102,244	11,269	11.00
Ouachita	19,785	1883 *	9.52
Plaquemines	5,803	1426 *	24.57
Pointe Coupee	5,393	300 *	5.56
Rapides	28,913	2041	7.06
Red River	2,119	69 *	3.26
Richland			
Sabine	4,959	216 *	4.36
St. Bernard	13,689	1507 *	11.01
St. Charles	9,057	539 *	5.95
St. Helena	2,579	15 *	.58
St. James	5,410	539 *	9.96
St. John	6,177	949	15.36
St. Landry	22,235	1565 *	7.04
St. Martin	9,744	818	8.39
St. Mary	15,878	1210	7.62

PARISH	ENROLLMENT (K-12)	NUMBER OF STUDENTS SUSPENDED	%
St. Tammany	18,703	1312	7.01
Tangipahoa	15,891	1768	11.13
Tensas	2,422	154 *	6.36
Terrebonne	21,871	1833	8.38
Union	4,574.5	378	8.26
Vermilion	10,006	492	4.92
Vernon	9,825	494 *	5.03
Washington	5,613	323	5.75
Webster	10,015	576 *	5.75
West Baton Rouge	3,907	424	10.85
West Carroll			
West Feliciana	1,984	94	4.74
Winn	4,199	443	11.00
City of Monroe	9,803	1620 *	16.53
City of Bogalusa	5,200	1189 *	22.87
TOTAL	853,138	92,236	10.81

* Of the 63 parishes reporting the number of students suspended, 39 of those had figures which correlated with the number reported for total suspensions; therefore, this does not necessarily represent an accurate number of students suspended, but could represent a total number of suspensions.

1973-1974 ENROLLMENT, SUSPENSIONS, PERCENTAGES BY RACIAL COMPOSITION

	BLACK			WHITE		
PARISH	ENROLLMENT (K-12)	NUMBER OF SUSPENSIONS	%	ENROLLMENT (K-12)	NUMBER OF SUSPENSIONS	%
Acadia	3108	409	13.16	9314	489	5.25
Allen	1463	224	15.31	4313	286	6.63
Ascension	3578	630	17.61	7007	698	9.96
Assumption	2653	1115	42.03	3044	432	14.19
Avoyelles	3710	179	4.82	5986	185	3.09
Beauregard						
Bienville	2544	90	3.54	1677	42	2.50
Bossier	4214	370	8.78	15,570	1012	6.50
Caddo	26,920	5205	19.34	25,903	2693	10.4
Calcasieu	10,418	809	7.77	28,596	1315	4.60
Caldwell	727	386	53.0	1786	201	11.25
Cameron	151	3	1.99	2094	42	2.01
Catahoula	1165	73	6.27	2175	52	2.39
Claiborne	2647	272	10.28	1049	27	2.57
Concordia	2881	531	18.43	2906	257	8.8
DeSoto						
East Baton Rouge	27,388	7293	26.63	43,365	5002	11.53
East Carroll	2416	151	6.25	604	32	5.3
East Feliciana	2705	229	8.47	1097	87	7.9
Evangeline						
Franklin	2905	300	10.33	3509	144	4.1
Grant	962	91	9.46	2806	77	2.74
Iberia	5365	18	.34	10,437	642	6.2
Iberville	4932	995	20.17	2680	263	9.8
Jackson	1559	236	15.14	2112	181	8.6
Jefferson	14,987	6155	41.07	53,682	9533	17.8
Jefferson Davis	3813	93	2.44	5939	107	1.8
Lafayette	7419	2127	28.67	21,768	2240	10.3
LaFourche	3070	357	11.63	17,049	286	1.7
LaSalle	520	78	15.0	3100	109	3.5
Lincoln						
Livingston	1446	262	18.12	10,215	590	5.8
Madison	3055	348	11.39	767	33	4.3
Morehouse	4813	393	8.17	3288	195	5.9
Natchiotches	4550	232	5.1	4391	202	4.6
Orleans						
Ouachita	4624	899	19.4	15,161	984	6.5
Plaquemines	1991	475	23.86	3812	951	24.9
Pointe Coupee	3731	142	3.8	1662	158	9.5
Rapides	10,045	1695	16.87	18,868	1302	6.9
Red River	1182	49	4.15	937	20	2.13
Richland						
Sabine	1400	123	8.79	3559	71	1.9
St. Bernard	838	83	9.9	12,851	1423	11.06
St. Charles	3189	285	8.94	5868	256	4.4
St. Helena	2013	13	.65	566	2	.35
St. James	3426	473	13.81	1984	66	3.33
St. John						
St. Landry	11,780	993	8.43	10,455	572	5.47
St. Martin						
St. Mary						

PARISH	BLACK ENROLLMENT (K-12)	BLACK NUMBER OF SUSPENSIONS	BLACK %	WHITE ENROLLMENT (K-12)	WHITE NUMBER OF SUSPENSIONS	WHITE %
St. Tammany	4007	715	17.84	14,696	734	4.99
Tangipahoa						
Tensas	1914	134	7	508	20	3.94
Terrebonne	4145	1389	.34	17,726	1735	9.79
*Union	2091	245	.12	2,483	123	4.95
Vermilion	1777	218	12.27	8,229	282	3.43
Vernon	1418	188	13.26	8,407	299	3.56
Washington	2610	268	10.27	3,003	102	3.4
Webster	4026	216	5.37	5,989	360	6.01
West Baton Rouge						
West Carroll						
West Feliciana	1407	79	5.61	577	10	1.73
Winn	1628			2,571		
City of Monroe	6070	1210	19.93	3,733	410	10.98
City of Bogalusa	2031	766	37.72	3,169	423	13.35
TOTAL	233,799	40312	17.24	444,472	37757	8.49

*Union Parish reported 10 additional suspensions unidentified with reference to race.

TABLE III, Page 1

1973-1974 ENROLLMENT, EXPULSIONS, PERCENTAGES BY RACIAL COMPOSITION

PARISH	BLACK ENROLLMENT (K-12)	BLACK NUMBER OF EXPULSIONS	BLACK %	WHITE ENROLLMENT (K-12)	WHITE NUMBER OF EXPULSIONS	WHITE %
Acadia	3108	17	.55	9314	16	.17
Allen	1463	12	.82	4313	12	.28
Ascension	3578	17	.48	7007	17	.24
Assumption	2653	20	.75	3044	8	.26
Avoyelles	3710	1	.03	5986	0	0
Beauregard						
Bienville	2544	3	.21	1677	2	.06
Bossier	4214	1	.02	15,570	1	.01
Caddo	26,920	0	0	25,903	0	0
Calcasieu	10,418	1	.01	28,596	6	.02
Caldwell	727	13	1.79	1,786	3	.17
Cameron	151	0	0	2,094	0	0
Catahoula	1,165	1	.09	2,175	0	0
Claiborne	2,647	0	0	1,049	0	0
Concordia	2,881	15	.52	2,906	9	.31
DeSoto	3,750	0	0	2,221	0	0
*East Baton Rouge						
East Carroll	2,416	1	.04	604	0	.00
East Feliciana	2,705	2	.07	1,097	1	.09
Evangeline	3,445	9	.26	4,112	6	.15
Franklin	2,905	12	.41	3,509	2	.06
Grant	962	2	.21	2,806	1	.04
Iberia	5,365	18	.34	10,437	4	.04
Iberville	4,932	0	0	2,680	0	0
Jackson	1,559	4	.26	2,112	1	.05
Jefferson	14,987	295	1.97	53,682	389	.72
Jefferson Davis	3,813	4	.10	5,939	3	.05
Lafayette	7,419	70	.94	21,768	18	.08
LaFourche	3,070	6	.20	17,049	6	.04
LaSalle	520	5	.96	3,100	2	.06
Lincoln						
Livingston	1,446	10	.69	10,215	17	.17
Madison	3,055	13	.43	767	4	.52
Morehouse	4,813	0	0	3,288	0	0
Natchiotches	4,550	0	0	4,391	0	0
Orleans						
Ouachita	4,624	23	.50	4,624	18	.01
Plaquemines	1,991	5	.25	3,812	9	.45
Pointe Coupee	3,731	0	0	1,662	0	0
Rapides	10,045	64	.64	18,868	20	.01
Red River	1,182	0	.00	937	1	.11
Richland						
Sabine	1,400	2	.14	3,559	0	.00
St. Bernard	838	3	.36	12,851	33	.26
St. Charles	3,189	6	.19	5,868	3	.05
St. Helena	2,013	0	0	566	0	0
St. James	3,426	1	.03	1,984	0	.00
St. John	3,980	6	.15	2,197	4	.18
St. Landry	11,780	12	.10	10,453	1	.01
St. Martin	4,185	1	.02	5,559	2	.04
St. Mary						

PARISH	BLACK ENROLLMENT (K-12)	BLACK NUMBER OF EXPULSIONS	BLACK %	WHITE ENROLLMENT (K-12)	WHITE NUMBER OF EXPULSIONS	WHITE %
St. Tammany	4,007	21	.52	14,696	19	.13
Tangipahoa						
Tensas	1,914	2	.10	508	0	0
Terrebonne	4,145	45	1.09	17,726	47	.27
Union	2,091	1	.05	2,483	1	.04
Vermilion	1,777	2	.11	8,229	1	.01
Vernon	1,418	0	0	8,407	0	0
Washington	2,610	2	.08	3,003	3	.10
**Webster	4,026	1	.02	5,989	5	.08
West Baton Rouge	2,335	1	.04	1,572	2	.13
West Carroll						
West Feliciana	1,407	5	.36	577	0	0
Winn	1,628	1	.06	2,571	1	.04
City of Monroe	6,070	0	0	3,733	0	0
City of Bogalusa	2,031	13	.64	3,169	1	.03
TOTAL	278,249	769	.28	406,800	699	.17

*East Baton Rouge Parish provided the total number of expulsions (425) but unable to supply the information relative to race.

**There was a total of 22 indefinite suspensions in addition to the total expulsions listed by Webster Parish.

TABLE IV

1973-1974 REASONS FOR SUSPENSIONS IN RANK ORDER

Total Male and Female out of 63 school districts:

A.	Number of students suspended	92,236
B.	Suspended second time	12,192
C.	Suspended three or more times	5,831
D.	Days suspended	156,765

Reasons for Suspensions:

1.	Fighting-student/faculty	18,288
2.	Disrespect for authority	13,227
3.	Cutting classes/leaving campus	12,891
4.	Disturbance-classroom/campus,etc.	7,527
5.	Smoking	6,133
6.	Excessive tardiness/absence	5,082
7.	Hooky	4,996
8.	Miscellaneous	4,665
9.	Profanity/notes	4,201
10.	Habitual violations/school	3,733
11.	Stealing	1,142
12.	Possession of tobacco and/or lighter	947
13.	Threatening-students/faculty	756
14.	Bodily Injury-student/faculty	690
15.	Molesting students/indecent behavior	647
16.	Vandalism	584
17.	Weapon	446
18.	Possession/shooting fireworks	367
19.	Alcohol	322
20.	Drugs	219
21.	Gambling	118

TABLE V
Total for 38 parishes

CAUSES OF ATTENDANCE AND ADJUSTMENT PROBLEMS

		MALE	FEMALE
1.	COMMUNITY ENVIRONMENT		
	A. Undesirable recreation	55	32
	B. Lack of desirable recreational facilities	111	59
	C. Illegal use of child labor	53	27
	D. Seasonal use of child labor (harvesting)	223	108
	E. Poor housing	416	425
	F. Attitude of community toward school	291.9	185.9
	G. Poor cultural background	1038	826
	H. Lack of moral values	219	225.8
	I. Lack of helping agencies	51	57
	J. Lack of cooperation of legal authorities	22	14
	TOTAL	2479.9	1959.7
2.	EDUCATIONAL PROBLEMS		
	A. Teacher-child relationship	418.8	308.8
	B. Limited curriculum	181	131
	C. Academic retardation	718	486
	D. Inadequate special education (quality)	139	89
	E. Insufficient special education (quantity)	164	112
	F. Hidden school costs	38	45
	G. Attitude toward compulsory attendance	467	335
	H. Lack of understanding of child growth and development	246	179
	I. Lack of physical facilities	83	72
	J. Lack of adequate personnel	47	29
	K. Lack of recognition of the importance of individual differences	206	168
	L. Inappropriate punishment	80	52
	M. Insufficient SCWA services	39	47
	N. Suspension and expulsion	1674	831
	O. Pupil-teacher ratio	72	90
	P. Lack of diagnostic service	18	13
	Q. Lack of school health services	32	25
	TOTAL	4622.8	3012.8
3.	FAMILY PROBLEMS		
	A. Broken home	847.8	643
	B. Discord	99	65
	C. Over-protection	323	218
	D. Educational and cultural proverty	481	348
	E. Rejection	71	61
	F. Religion	15	17
	G. Immorality	116	118
	H. Lack of parental control	1144.2	705.3
	I. Lack of supervision	477.8	322.6
	J. Neglect	298	218
	K. Emotional or mental illness of parents and/or siblings	137	98
	L. Jealousy	63	92
	M. Temporary crisis	101	99
	N. Attitude of family toward school	555.8	482.6
	O. Parent-child relationship	137	143
	P. Alcoholic parents	102	67
	Q. Attitude toward integration	174	165
	R. Unjust punishment	24	16
	S. Drug related	38.7	26.7
	TOTAL	5205.3	3896.2
4.	HEALTH PROBLEMS		
	A. Illness verified and absences established as legal	999.3	1155.6
	B. Family health problems indicating need for SCWA services	214	205
	C. Child health problems indicating need for SCWA services	63	35
	D. Health problems indicating neglect	142.9	123.6
	E. Lack of community health services	22	22
	F. Drugs	25	4
	TOTAL	1466.2	1545.2
5.	PERSONALITY AND ADJUSTMENT PROBLEMS		
	A. Withdrawn behavior	160	176
	B. Over-aggressive behavior	566	381
	C. Stealing	233	144
	D. Lying	315	284
	E. Sexual misbehavior	80	48
	F. Phobias	44	19
	G. Over-dependence	42.8	62.9
	H. Poor self-concept	356	280
	I. Mental retardation	312	239
	J. Lack of initiative	963.4	611.7
	K. Need to rebel	216.6	425.9
	L. Dislike of school and teachers	825.1	543.7
	M. Drugs	88	44
	N. Attitude toward integration	197	174
	TOTAL	4398.9	3433.2
6.	ECONOMIC PROBLEMS		
	A. Unemployment problems	495	382
	B. Inadequate finances	947.9	623.9
	C. Poor management	765	617
	TOTAL	2207.9	1622.9

PARISH _____ CAUSES OF ATTENDANCE AND ADJUSTMENT PROBLEMS

PRESENTING PROBLEMS: Total Attendance _____

	MALE	FEMALE
1. COMMUNITY ENVIRONMENT		
A. Undesirable recreation		
B. Lack of desirable recreational facilities		
C. Illegal use of child labor		
D. Seasonal use of child labor (harvesting)		
E. Poor housing		
F. Attitude of community toward school		
G. Poor cultural background		
H. Lack of moral values		
I. Lack of helping agencies		
J. Lack of cooperation of legal authorities		
TOTAL.....		
2. EDUCATIONAL PROBLEMS		
A. Teacher-child relationship		
B. Limited curriculum		
C. Academic retardation		
D. Inadequate special education (quality)		
E. Insufficient special education (quantity)		
F. Hidden school costs		
G. Attitude toward compulsory attendance		
H. Lack of understanding of child growth and development		
I. Lack of physical facilities		
J. Lack of adequate personnel		
K. Lack of recognition of the importance of individual differences		
L. Inappropriate punishment		
M. Insufficient SCWA services		
N. Suspension and expulsion		
O. Pupil-teacher ratio		
P. Lack of diagnostic service		
Q. Lack of school health services		
TOTAL.....		
3. FAMILY PROBLEMS		
A. Broken home		
B. Discord		
C. Over-protection		
D. Educational and cultural proverty		
E. Rejection		
F. Religion		
G. Immorality		
H. Lack of parental control		
I. Lack of supervision		
J. Neglect		
K. Emotional or mental illness of parents and/or siblings		
L. Jealousy		
M. Temporary crisis		
N. Attitude of family toward school		
O. Parent-child relationship		
P. Alcoholic parents		
Q. Attitude toward integration		
R. Unjust punishment		
S. Drug related		
TOTAL.....		
4. HEALTH PROBLEMS		
A. Illness verified and absences established as legal		
B. Family health problems indicating need for SCWA services		
C. Child health problems indicating need for SCWA services		
D. Health problems indicating neglect		
E. Lack of community health services		
F. Drugs		
TOTAL.....		
5. PERSONALITY AND ADJUSTMENT PROBLEMS		
A. Withdrawn behavior		
B. Over-aggressive behavior		
C. Stealing		
D. Lying		
E. Sexual misbehavior		
F. Phobias		
G. Over-dependence		
H. Poor self-concept		
I. Mental retardation		
J. Lack of initiative		
K. Need to rebel		
L. Dislike of school and teachers		
M. Drugs		
N. Attitude toward integration		
TOTAL.....		
6. ECONOMIC PROBLEMS		
A. Unemployment problems		
B. Inadequate finances		
C. Poor management		
TOTAL.....		

7. Please indicate how many of those individuals included on the form Causes of Attendance And Adjustment Problems have:

   (a) Been declared truant _____.

   (b) Been referred to the court _____.

8. Please provide the total number of suspensions (Grades K-12) for the 1973-74 school term by race.

   White _____ Black _____ Spanish Surname _____

9. Please provide the total number of expulsions (Grades K-12) for the 1973-74 school term by race.

   White _____ Black _____ Spanish Surname _____

   Other (explain) _____

SUSPENSIONS:
1973-74
School Session

PARISH

	KINDERGARTEN	FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH	SEVENTH	EIGHTH	NINTH	TENTH	ELEVENTH	TWELFTH	SP. ED.	GRAND TOTAL
NUMBER OF STUDENTS SUSPENDED															
DAYS SUSPENDED															
SUSPENDED SECOND TIME															
SUSPENDED THREE OR MORE TIMES															
REASONS CUTTING CLASSES/LEAVING CAMPUS															
EXCESSIVE TARDINESS/ABSENCE															
HOOKY															
SMOKING															
POSSESSION TOBACCO AND/OR LIGHTER															
DISRESPECT FOR AUTHORITY															
FIGHTING STUDENTS/FACULTY															
BODILY INJURY STUDENTS/FACULTY															
THREATENING STUDENTS/FACULTY															
VANDALISM															
WEAPON															
DRUGS															
ALCOHOL															
GAMBLING															
STEALING															
MOLESTING STUDENTS INDECENT BEHAVIOR															
PROFANE/OBSCENE LANGUAGE/NOTES															
POSSESSION/SHOOTING FIREWORKS															
DISTURBANCE CLASSROOM/CAMPUS, ETC.															
HABITUAL VIOLATIONS/SCHOOL RULES															
MISCELLANEOUS															